Montana Schools

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Sharing Successful Programs

Accentuate the Positive in Education

"The materials and teaching methods help develop positive attitudes. . .The students are more involved with learning."

How many times have educators wished they could make that statement? Educators must give students the tools necessary to learn and to adapt successfully to changing social requirements. However, successful programs, resources and teaching methods can be shared with the aid of federal grants available to all school districts. Junior high mathematics, environmental education and "precision teaching" are three subjects being treated at federally supported demonstration sites in Montana.

Math is one of the basics necessary for all students, and Columbus Junior High has developed a math lab curriculum for junior high students. The math lab was designated a "demonstration site" in 1978.

"The program has increased student interest in mathematics," Dan Dolan, project director, said. "Students have become involved rather than passive in their learning, and generally they are less turned off to math class." Traditional mathematics curriculum has been least successful in teaching students how to solve real life problems. Dolan said that it is partly because textbook problem solving has for the most part been restricted to solving story problems.

The **Columbus Math Lab** is designed to supplement and improve the results in any junior high math program. It has, however, been successfully adapted to grades six through eleven.

"Students have become involved rather than passive in their learning."

"The program is designed for teaching problem-solving strategies and strengthening the problem-solving ability of junior high students," Dolan said. "The success of this program has been validated. Given some training and the materials developed for this program, any teacher can be successful." Materials and activities for the math lab were written by 15 junior high math teachers from throughout Montana and eight nationally recognized mathematics educators. Many of the lab activities can be completed in a regular classroom with few additional materials. Moreover, Dolan said the cost for implementing the program is small.

The materials include a set of student objectives. Each objective is supported by material on concept development, problem solving, alternate practices and content-related games on calculator methods. Also materials on the hand calculator and its application, and problem solving strategies with review lessons and problems to reinforce use of strategy are included.

"The hand calculator, if used properly," Dolan said, "can facilitate a variety of good learning experiences while maintaining a high level of proficiency in computational skills. The materials and teaching methods help develop positive attitudes."

Project staff have trained about 260 persons in using math lab fundamentals. Another 150 persons in other states and Canada have requested and been supplied lab materials. ESEA Title IV funds help programs continue and will this year allow other schools to adopt the programs and realize their benefits, Dolan said.

"The students are now more involved in learning. They have progressed in problem-solving capabilities as well," Dolan added.

ESEA Title IV funds have also provided Montana teachers training in environmental education. **Ah Nei: The Special Classroom** began as a component in the Billings Public Schools. Twenty school districts in Montana have since adopted the program. Most are funded through ESEA IV for teacher training, but according to Project Director Debbie Richau, teachers from other states have spent their own money for training.

"Environmental education is not a special subject, but. . .an interdisciplinary approach to learning. It is an attitude—an awareness—to

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Native Americans: a history of giving and pride

During the 1975 session of the Montana legislature, a resolution was passed designating the fourth Friday in September of every year as Native American Day. This resolution calls for the people of Montana to participate in appropriate ceremonies and activities in order to reflect on the contributions Indian people have made to our Nation.

The contributions of the American Indian to our country and culture have been so numerous and are so intertwined with our history that to mention them seems almost unnecessary. One could start with such items as popcorn, chewing gum, quinine, tobacco, canoeing, tobogganing, potatoes, corn, beans, tomatoes, peanuts, pumpkins, squash and cocoa. At least 26 states have Indian names as do many cities, towns, lakes, rivers and mountains.

The average American does not consider the Indian an inventor, and yet his inventive genius is in many ways astounding. Sequoyah, a very famous Cherokee Indian, invented the Cherokee alphabet and thus enabled the majority of his tribe to read and write their language in a few short years. People in the United States smoke pipes every day without realizing that it is not only an Indian invention, but the basic design has not been altered. Hammocks were invented by Indians, as were toboggans and showshoes. Children, when they eat carmel corn and peanuts, may not realize that this also is an Indian invention.

Indian individuals have given this nation much more than cultural contributions. During World War I, American Indians—even though many of them were not citizens—volunteered to fight. In referring to the Indian's contribution to our war effort, Commissioner of Indian Affairs Cato Sells in his 1918 report said:

"they have signally honored themselves and their country by entering some branch of the Army or Navy; by offering their money in war loans to the Government; by increasing the production of the country's foodstuffs and complying with the public food regulations; by swelling the ranks of wage earners in periods of labor depletion; by generous and eager contributions in money and service to every phase of organized relief."

Although the Armed Forces did not keep racial statistics, the Commissioner of Indian Affairs estimated that there were more than 8,000 Indians in service during World War I, and it

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Positive in Education

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develop in students," Richau said. The Ah Nei project began five years ago. This year will be its third as a state demonstration site.

The classroom is unlike any traditional classroom. It is outdoors. The curriculum is also very different, involving appreciating and learning about the outdoors. One lesson plan used in teacher training, Richau said, is the tree community. "It is not really identification, but the participants get into sensory activities such as sight, smell and taste," she said. "It helps the teachers get comfortable with the site and the environment."

The success of this program depends on how well it can be shaped to fit the needs of the adopting school. "One school wanted to emphasize not littering and wildlife conservation. Another wanted to teach students to examine all sides of environmental issues," Richau said. "Gaining an objective view of resource use was an important need of the school to help students handle environmental controversy arising in that community," she said. The program can be used for children of all ages. In Billings the emphasis is on kindergarten through sixth grade.

"A child accepts best what comes from the teacher with whom there is rapport and trust."

A school district must contact the Ah Nei project for training. "The community seeking the program is asked to form a team, which is sent to Billings for a one-week training session," Richau said. That team usually includes teachers, administrators, a board member and a person from a resource agency. The resource agency person is either someone who donates the land for the classroom or a government agency person who can provide the community team with environmental information.

The team also develops a two-year plan. This plan sets tasks to be done, assigns the responsibilities for each and makes deadlines. The demonstration site is responsible to the adopting school for two consecutive years. School districts are given a basic plan of administration, curriculum development, and materials on implementation and evaluation of the program.

Richau said it was the schools' responsibility to find a plot of land for the program.

People who know environmental education and issues are used to train the teams. These people include personnel from the Bureau of Land Management, Forest Service, Wildlife and Parks, Office of Public Instruction and Eastern Montana College. All trainers used in the Ah Nei program are from Montana. "They have a better understanding of the needs of Montanans," Richau said, "and we have many good resources."

"We train teachers," Richau said. "A child accepts best what comes from the teacher with whom there is rapport and trust."

In addition to the two funded state demonstration projects, ESEA IV also partially funds one project available to school districts throughout the nation. **Precision Teaching: The Sacajawea Plan** began as a project in the Sacajawea Elementary School in Great Falls. It later was funded as a state demonstration site and for the last four years has been a program of the National Diffusion Network.

The Network was established in 1974 to ensure that school districts across the country might acquire successfully demonstrated materials and practices to incorporate into their educational programs. NDN cuts down on duplication of teachers' effort.

"Precision teaching works well in both regular and special education classrooms."

According to Ray Beck, director of the Great Falls program, Precision Teaching consists of procedures for direct and daily measurement of academic and social behavior. When applied to academic behavior, Precision Teaching involves breaking up the learning task and directly measuring the students' speed, accuracy and growth at the task. Based on this information, teachers can make fast decisions that assure the most effective day-to-day learning environment for the individual child.

"Precision Teaching works well in both regular and special education classrooms," Program Coordinator Peggy Albrecht said. In addition, Precision Teaching provides administrators and teachers a tangible, daily-charted view of each child's progress, a screening device to identify students in need of help, and simplified communication among parent, child and teacher. The parent knows not only that a child is growing, but how fast. Knowledge and materials for parents to help their children are also provided. The greatest benefit of Precision Teaching is the child's own. Students can see their progress as they learn self-management.

Training in Precision Teaching has been given to teachers, psychologists, counselors, speech therapists, school administrators, professors and parents. "In our four years as an NDN project," Albrecht said, "we have trained approximately 1,000 teachers in 26 states." Approximately 120 school districts have benefited from the Great Falls program. As a national demonstration project, the overall goal of the Sacajawea Plan is dissemination of the program through on-site training, awareness workshops and follow-up support.

Precision Teaching, Ah Nei and the Columbus Math Lab are positive approaches to education. And, they are available to all schools through ESEA Title IV and other federal funding. Adoption grants for state demonstration and NDN programs are available. These funds aid school districts in adopting new classroom programs and ensure access to successful programs by other interested school districts. Deadlines for grant applications are October 10, 1979, January 16, 1980, and April 2, 1980. For information contact ESEA Title IV, Office of Public Instruction, State Capitol, Helena 59601; or call toll-free 1-800-332-3402.

Welcome back to Montana Schools! To serve you even better this school year, we've made a few changes in **Montana Schools.** The paper is a little thinner and the colored ink is gone. Those changes cut production costs by a fourth—so even in the face of inflation, we can continue to bring you more and better information. Have a successful school year.

Bus drivers ond bomber pilots ?

What do bomber pilots and school bus drivers have in common? It might be their training ground in Lewistown, Montana. What in 1939 had been built as an airfield to train bombardiers for WWII is now a training course for bus drivers. From June 14-30, 120 school bus drivers—and driver education teachers—participated in the Advanced Driver Education Course in Lewistown, co-sponsored by the Office of Public Instruction and Western Montana College. Five three-day workshops made up the agenda.

The Montana Highway Patrol first reclaimed the airstrip to train patrolmen. This year, with a $42,000 federal grant, the Office of Public Instruction improved the asphalt course and underwrote the training program. Participants paid only a $25.00 registration fee. Pupil Transportation Consultant Terry Brown, together with Traffic and Safety Education Manager Curt Hahn, directed the program.

This year's workshops were the first, although there are plans to train each of the state's 2,265 school bus drivers and 305 driver education teachers at the site.

"We think we have established one of the best training facilities in the Northwest," Brown said, "and a number of agencies will be able to use it for training in emergency vehicles. We didn't build it just for bus drivers."

The workshops this June were designed to teach drivers a vehicle's full capabilities, especially in handling an emergency. Participants spent most of their time learning on the track. Brown said that he hoped winter and night driving could eventually become part of the instruction.

One exercise involved a "serpentine" course, where students drove in slalom fashion around a row of cones. An evasive maneuver, braking exercise and off-road recovery were also included in the program.

Native Americans

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is estimated that 6,000 of this group enlisted. Commissioners Sells remarked:

"I regard their representation of 8,000 in camp and actual warfare as furnishing a ratio to population unsurpassed, if equaled, by any other race or nation. I am very proud of their part in this war."

In addition to actual participation in the Armed Forces during the First World War, Indians also purchased approximately $15 million in Liberty bonds, comprised 10,000 members of the Red Cross and donated over 100,000 handmade items of clothing for the war effort.

During World War II, the American Indian again showed he was equal to the occasion, with over 24,000 serving in the enlisted ranks alone. They served in all branches of the service and all parts of the world. During that war the American Indians won nearly every decoration authorized by this country, including the Congressional Medal of Honor. The Congressional Medal of Honor citation to Lt. Ernest Childers, a Creek Indian, reads in part:

"The exceptional leadership, initiative, calmness under fire and conspicuous gallantry displayed by Lieutenant Childers were an inspiration to his men."

Indians were also awarded 51 Silver Stars, 70 Air Medals, 34 Distinguished Flying Crosses and 50 Bronze Stars. A full blood Pima Indian from Arizona, Pfc. Ira Hayes, was one of the six marines who raised the flag on Mount Suribachi. Although Ira Hayes has passed away, his likeness remains with us at the Marine Corps memorial in Arlington, VA, honoring this event which took place during the battle of Iwo Jima. Another Indian, Pvt. LeRoy Hamlin, a member of the Ute Tribe, was one of the first American soldiers to cross the Elbe River and contact the Russian Army. The first American soldier to enter the center of Berlin was another Ute Indian, Pfc. Harvey Natchees, holder of the Bronze Star and the Purple Heart. Maj. Caryl Picotta, Sioux-Omaha, took part in the defense of Bataan and was in the "death march" to Cabanatuan prison. Lt. Ernest McClish, Choctaw, reported missing when Bataan surrendered, was found to have fought for nearly three years as a guerrilla leader in the Philippines.

In addition, Indian women volunteered for service in the WAC, WAVES, Army Nurse Corps and the Cadet Nurse Corps. The Navajo and Hopi staffed ordnance depots in New Mexico and Arizona. Pueblo Indians worked at the Naval Supply Depot in Clearfield, UT, returning home for the summer months to farm their lands. More than 40,000 Indians took war jobs away from home to help in the war effort, and it is estimated that during the Korean conflict, over 2,500 Indians were members of the Armed Forces.

The Indians, as individuals, have contributed to the arts, sciences and government in this country. Vice President Charles Curtis, during the administration of Herbert Hoover, was a Kaw Indian. Vice President Curtis studied law and became a prosecuting attorney of Shawnee County, OK, from 1885 to 1889. He was an elected U.S. representative and Senator prior to becoming vice president.

Will Rogers, another personality of Indian blood, was recognized as one of the foremost comedians of his day and as a star of stage and screen. In addition, he became a popular radio broadcaster and newspaper columnist. The State of Oklahoma has placed a statue of Will Rogers in Statuary Hall in the Capitol Building.

Maria Tallchief, Osage Indian of Oklahoma, is an internationally recognized ballerina. She joined the Ballet de Monte Carlo in 1942 and the New York City Ballet in 1947. She became the prima ballerina of the New York City Ballet.

In sports, the Indians contributed Jim Thorpe, one of the great athletes of his country, and Allie Reynolds, a Creek Indian, who played with the New York Yankees. Billy Mills, Sioux Indian, was a gold medal winner in the 10,000 meter run in the 1964 Olympic Games.

These are just some of the accomplishments and contributions of our American Indians to the civilization of this country.

The designation of a day in each year as Native American Day calls public attention to the achievements and contributions that the American Indian has made to this nation's progress and culture.

Native American Day will be observed on Sept. 28, 1979.

—Bob Parsley, Manager
Indian Education

Make the most of museum trips

Museum visits by students can be very fulfilling. Often, however, they end with a sigh of relief that it is over. Teachers are happy to be back in the classroom; the museum staff is happy to see them leave and both are left with the uncomfortable feeling that it should have been different.

One day last winter, a grade-school class of 30 arrived at the Museum of the Rockies without calling ahead to schedule the visit. Shortly after their arrival, another school group arrived as scheduled—but instead of a class of 30, there were 60: One teacher had invited another teacher and class without informing the museum. In addition, a senior citizens tour arrived early to find the museum full of grade-school children. The school children gained very little from the visit, and other museum visitors were appalled at the noise and confusion.

In contrast to the field trip described above, a class visited the museum at Thanksgiving to study the tipi and to discuss Indian ways of life. The trip was preceded by classroom discussion and reading. The teacher scheduled the visit well in advance and asked for a brief explanation of the tipi and answers tp students' questions. They stayed only 30 minutes and left without seeing the dinosaur or other displays popular with students. Afterward, they visited an Indian sweat lodge at the home of one of the students in the class. Following the field trip, they discussed what they had learned during their visit and drew pictures of the displays. For several weeks following that visit, these same young students were back at the museum teaching their parents and viewing other displays they did not have time to see on their school trip.

Members of a kindergarten class view the mammoth at the **Museum of the Rockies.**

To ensure that your next visit to a museum is a meaningful experience, below are suggestions to follow before, during and after the field trip:

- Visit the museum prior to the field trip to learn how you can make best use of the facility. Note the theme of each exhibit and read the labels for ideas to incorporate into a teaching unit. You could even make a list of questions to be answered by students at the museum.
- Schedule a trip with a definite purpose in mind—not to see the entire museum, but to study a particular subject. Areas of specific interest might include "Montana fossils," "Indian ways of life," "pioneer life" or "different means of transportation."
- Request reservations well in advance. Indicate the size and age of the group and make any special arrangements such as museum talks.
- Before the trip, prepare students by telling them the specific reason behind the visit. Read about and discuss your topics prior to the trip.
- Make your visit brief and to the point. If your students leave when they are still interested, they will come back with family and friends.
- Take along enough adult aides to maintain discipline. Teach the students to respect their heritage.
- During the visit, direct students' interest by having them answer questions you have prepared in advance or, at least, discuss each exhibit with them.
- After the field trip, reinforce what was learned through discussion, writing, drawing or have them prepare a classroom display.

Museum trips can be exciting for you and your students. Plan the trip, use your imagination, direct their viewing and understanding, and you will have the satisfaction of creating a very rewarding experience.

—Michael W. Haeger, Director
Museum of the Rockies, Bozeman

Energy grants available

Energy conservation grants are available for 4.2 million dollars over a three-year period – two-phase cycle with 50 percent matching money. The purpose of this program is to help eligible public and non-profit schools reduce energy consumption. Act now! Contact Fred Easy, Department of Natural Resources and Conservation, 32 S. Ewing, Helena, MT 59601, or call 449-3940.

Cycle One grants must be processed prior to September 30.

NEWSLETTERS

vocational education

Montana Vocational Educators Will Meet in Lewistown October 18-19

The Yogo Inn in Lewistown will host the 1979 conference of the Montana Vocational Association. Speakers for the conference will be backed by the Office of Public Instruction through the personnel development section of P.L. 94-482.

The first keynote speaker will be Dr. Camille Bell, chairperson of the department of home economics education at Texas Tech University in Lubbock. She will speak on "Legislative Issues and Vocational Education."

Bell is a former vice president of the Home Economics Division of the American Vocational Association, and editor of "Tips & Topics", a newsletter from Texas Tech. She was very instrumental in the legislative amendment of 1976.

Dr. Amanda Smith, director of the North Carolina Department of Public Instruction, division of education will be the second keynote speaker. The subject of her speech is "Societal Trends and Barriers to Success in Vocational Education."

Smith will be making presentations to several audiences at the MVA conference. Topics will include:

Sex Equity—A New Approach to Some Old Problems—The difference between sex discrimination and sex bias. How sex bias hurts men as well as women and how rigid assignments of different roles and different temperaments for the sexes has a direct bearing on the problems of adolescents and how the removal of those stereotypes will allow students to make wise occupational and life decisions.

Pioneers in Vocational Education—Once you get the students in the classroom, how to you make the class work? A look at providing a classroom environment to assure success and completion by non-traditional students.

Family and Work—Family structures and values—changing and unchanging. Where is the American family going?

Two Cultures in the Workplace—How do men and women misrepresent themselves, misread each other and limit their own development?

You won't want to miss the humor of our banquet speaker, Mr. Howard Porter, former president of the Billings Business College, state legislator from Yellowstone County and executive secretary for the Montana Nursing Home Association.

Speakers for the various sections are as follows.

Business Education

Richard Dallas, Santa Rosa Jr. College in California, will speak on the subject of "Business Correspondence Communication". Dallas is the treasurer of the Western Business Education Regional Area.

From the University of Las Vegas, Ed Goodin will talk on "Job Interviews, Resumes and Letters of Application". Goodin is former president of the Western Regional Area.

Dr. Bill Patton, School of Business at the University of Montana, will report on the Mobile Reprographics Unit at the workshop.

Distributive Education

Dr. Joe Hlebichuk, coordinator of business and distributive education at Oregon State University will speak on "Issues and Trends in Distributive Education."

Greg-McGraw Hill will sponsor a session on their new program entitled "Jeffrey's Department Store."

Vocational Agriculture

John Mundt, national president of Vocational Agriculture Teachers and a vo-ag teacher in Merridian, Idaho, will address this section on "Professionalism and Legislation."

The vo-ag teacher shortage will also be discussed.

Home Economics

Dr. Camille Bell will speak on the subject of "Eliminating Sex Bias in the Home Economics Classroom."

"Working with Home Economics Students with Special Needs" will be the subject for Vesta Anderson's talk to the group. Anderson is in the Home Economics Education Division at Montana State University.

Health Education

Joan Stoddard, health occupations supervisor from the Oregon Office of Public Instruction in Salem, will speak on "Curriculum Development in Health Education."

A subject of great interest—"Entry Level into Nursing Practice"—will be presented by Phyllis McDonald, staff member of the State Board of Nursing in Helena.

Dr. Larry Key, administrator of Vocational and Occupational Services in the Montana Office of Public Instruction, will talk on "The Future of the Nursing Profession in Montana."

Industrial Education

John Lavender from the University of Arizona will give a presentation on "Occupational Versatility." This is a junior high industrial program.

Senator Larry Fasbender will speak on vocational funding.

These and other sectionals have been planned for vocational instructors, administrators and state advisory council members.

—Montez Briggs
Vocational Education
Consultant

For Your Information

The April, 1979 issue of **Montana Schools** carried an idea called "Book Bingo." The concept had been developed and refined by Kristin Smyka and Pauline Oldenburg of Missoula. I would like to take this opportunity to give these teachers credit for their time and effort in developing the material.

The Montana State Reading Council's annual conference will be in Bozeman on Oct. 18 and 19. This year's theme, "Is Good to Know to Read," is taken from an A.B. Guthrie play. For further information contact President Donna Ellison, 715 S. 10th Ave., Bozeman.

Read It—Move It, a booklet combining physical education with reading activities, is available for elementary teachers upon request from this office.

This is good news about American reading education. Positive statistics about the state of American education and students' abilities in reading do exist. Tests in Indiana and Iowa, for example, show that students today read better than students in the past. A national study shows that 17-year-old students gained an average of more than two percent on a test of functional literacy skills between 1971 and 1975. If you would like a copy of an article listing the recent "positive" results in reading, write to Rita Brownlee, Office of Public Instruction, Helena 59601, and ask for the Laidlaw Newsletter, "Thoughts on Reading."

Idea Swap

Interesting findings in spelling can be found in **Spelling Research and Practice** by Robert J. Fitzsimmons and Bradley M. Loomer. For example:

1. Periodic review of difficult words will enhance spelling ability. Accurate spelling ability is most likely the result of "overlearning" which fixes the word image in the pupil's mind.

2. If children are to maintain or increase spelling skills, they must do lots of writing.

Handwriting. Combine movement with handwriting practice. Make a supply of cards—one sentence per card. Use sentences emphasizing strokes or letters you are studying. Place a card containing a different sentence on each desk. Children read the sentence on their desk, copy it and lay their pencils down to signal the teacher that they are finished. The teacher then instructs the children to move to a different seat, read and copy that sentence. As long as both purposes of this activity are kept in mind (movement and handwriting), neither should overtake the other.

Rumor has it: The main idea is always found in the first or last sentence of each paragraph.

Wrong again: The main idea can be found in one of five places in a paragraph.

- The first sentence.
- The last sentence.
- The second sentence.
- The first sentence and the last sentence.
- The paragraph may not contain an expressed main idea. Rather, all details may point to the main idea which is not expressed.

Rumor has it: Word recognition skills should be taught for their own sakes.

Wrong again: Word recognition skill acquisition should serve only one purpose—to help unlock new words.

Mystery Author Bulletin Boards. From book jackets or other sources your librarian may have available, select eight to ten authors who write for your grade level. Place the pictures of the authors on your bulletin board with the caption, MYSTERY AUTHORS. Under each picture place one title of a book by that author. Students are given a sheet with clues and asked to name each author, and one other book by the same author (The card catalog can be used). Those who solve the mysteries could be awarded bookmarks or a book.

Publications

These are not necessarily endorsed by the Office of Public Instruction.

Survival Words. Reproducible cards, crossword puzzles and checkers are more fun than traditional flash cards, yet provide needed drill on functional vocabulary. Great for class practice or home review. $9.95 from Jane Ward Co., Inc. 1642 So. Beech St., Lakewood, CO 89228.

Reading Joy Handbook Series:

Readiness Joy (K-2). A collection of alphabet, number, color, shape and perceptual pre-reading games to play alone or with a friend.

Word Attack Joy (K-6). An abundance of mobiles and games designed to maintain the interest of children learning consonant, vowel and structural analysis decoding skills.

Comprehension Joy (2-8). A collection of self-correcting games for recall, inference and critical reading skills.

$8.50 per handbook, Reading Joy Inc., P.O. Box 404, Napeville, IL 60540.

The Teacher's Book of Lists by Sheila Madsen and Bette Gould, Goodyear Publishing Inc., Salt Lake City, UT 84118, $9.50. As a special treat for your students, provide them with a list of dates, words, events, inventions, or whatever, to add variety to any curriculum. Some examples of lists include: Inventors, The Last Word (winning words in the National Spelling Bee), Space Talk, Words Used Instead of Said, and Comic Strip Symbols.

—Rita Brownlee
Reading/Language Arts
Consultant

CALENDAR '79-'80

Sept.

3 Labor Day
8 National Cancer Day
10 Board of Public Education meeting Helena
10-14 FFA district workshops-Wibaux, Lewistown, Saco, Augusta, Rosebud, Ronan, Park City, Manhattan
11 ESEA IV Proposal-Writing Workshop Wolf Point
12 ESEA IV Proposal-Writing Workshop Chinook
13 HIEFSS Day (Hospital, Institution, & Educational Food Service Society)
13 ESEA IV Proposal-Writing Workshop Rudyard
20-21 Reading Improvement Program Training Session for Phase I, II and III Reading Coordinators-Billings
23 Good Neighbor Day
25 ESEA IV Proposal-Writing Workshop Miles City
26 ESEA IV Proposal-Writing Workshop Lewistown
27 ESEA IV Proposal-Writing Workshop Livingston
28 Native American Day
29 Five Valleys Reading Conf.-Missoula

Oct.

Hobby Month
1 Board of Public Education meeting-Sidney; First day of speech and drama meets
4-5 ESEA I Regional Workshop-Havre
5-6 VICA/OEA/DECA Full Leadership Conf.-Great Falls
7-13 National School Lunch Week
8 Columbus Day
10 National School Lunch Day; filing deadline for ESEA IV-C grant proposals
12-13 MT Adult Education Assoc. annual meeting-Bozeman
13 Opening of **YouthinArt** exhibition-Helena (deadline for artwork: Oct. 5)
17-19 MT Music Educators Assoc. conv. (to be announced)
17-20 MT Federation of Teachers annual conv.-Kalispell
18-19 MT Assoc. of Language Teachers conv.-Bozeman; MT Education Assoc. conv.-Great Falls; MT State Reading Council conv.-Bozeman; School Admin. of MT conv.-Great Falls; State Vocational Assoc. meeting-Lewistown
18-20 MT Art Education Assoc. conf. & retreat-Rock Creek
18-21 MT Dance Arts Assoc. conv.-Great Falls
24 United Nations Day
24-25 ESEA I Regional Workshop-Billings
26-28 Arts in Education workshops in music, visual arts, drama, dance for teachers from rural and Class C schools-Lewistown
30-Nov. 3 MT School Boards Assoc. workshops and conv.-Billings

Nov.

1 Worldwide Peace Day
5 Board of Public Education meeting Havre
11 Veteran's Day
12-18 Children's Book Week
15-17 DECA Western Regional Leadership Conf.-Salt Lake City
22 Thanksgiving Day
27-28 ESEA I Regional Workshop-Fairmont
29-30 National Bowling Council Clinic-Bozeman

Dec.

10 Board of Public Education meeting Helena
25 Christmas Day

Jan.

1 New Year's Day
7-18 Winter & Emergency Driving Workshop-Stevens Point, WI
14 Board of Public Education meeting Helena
16 Filing deadline for ESEA IV-C grant proposals
25-26 Division Speech Meets (A, B, C)
18 Filing deadline for ESEA IV-B grant proposals
20 OEA state officers' workshop-Helena
28-29 MT High School Assoc. annual meeting-Helena
31 MT School Testing Service order form deadline

Feb.

1-2 State Speech Meets (AA, A, B, C)
4 Board of Public Education meeting Helena
12 Lincoln's Birthday
17-19 MT Assoc. of Elementary School Principals conv.-Billings
18 Washington's Birthday

Mar.

National Nutrition Month; Youth Art Month
1-7 National Physical Education & Sport Week
2-8 National Nutrition Week
10 Board of Public Education meeting Helena
12-14 State FHA conf.-Bozeman
18-30 MT. Assoc. of School Admin. conv.-Helena
20 MT School Testing Service completed tests due
20-22 Northwest Dist., AAHPERD (health & P.E.) conv.-Portland, OR
26-27 MT. Assoc. of County School Superintendents conv.-Helena
27-28 State Superintendent's Annual Conf.-Helena
28-30 Arts in Education workshops in music, visual arts, drama, dance, for teachers from Class AA, A, B schools-Helena
29-30 OEA State Leadership Conf.-Bozeman

April

Music In Our Schools Week (to be announced)
2 Filing deadline for ESEA IV-C grant proposals
6 Easter
10-12 Regional Conf. of the National Council of Teachers of English-Portland, OR
11-12 Dist. Music Festivals (8-13)
13-15 DECA State Career Development Conf.-Helena
13-19 National Library Week
14 Board of Public Education meeting Helena
14-16 State VICA conf.-Havre
18-19 Dist. Music Festivals (1-7)
24-25 MT. Assoc. of Secondary School Principals conv.-Bozeman

May

Montana Art Interscholastic (to be announced)
1-3 MT Library Assoc. state conf.-Great Falls
2-3 State Solo and Ensemble Festivals
3-5 MT Shooting & Outdoor Education Workshop-Choteau
4-5 MT Traffic Education Assoc. annual conf.-Missoula
12 Board of Public Education meeting-Winnett
26 Memorial Day

June

School Administrators of MT summer conf. (to be announced)-Bozeman
9-13 MT Outdoor Recreation Education Workshop-Livingston; Nutrition Education workshop
10 Board of Public Education meeting Hamilton
14 Flag Day
25-27 MT/WY State FFA Officers' Leadership Conf.-Billings
23-27 Nutrition Education workshop (to be announced)

July

4 Independence Day
6-11 Pioneer Mountain Outdoor Education Workshop-Dillon
16-18 MT Conf. of Pupil Transportation conv.-Great Falls

Aug.

12-14 Div. of School Food Services/MT School Food Services Assoc. annual training conf.-Havre
19-21 Div. of School Food Services/MT School Food services Assoc. annual training conf.-Bozeman

from Montana Schools

GEORGIA RICE, SUPERINTENDENT OFFICE OF PUBLIC INSTRUCTION HELENA, MONTANA

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WHO'S NEWS

Gail Gray started as Special Education Consultant on July 30. With a B.A. in physical education from Whitworth College in Spokane, Gail went on to earn two masters degrees—an M.A. in physical education from the University of Northern Colorado and an M.Ed. in special education from Creighton University in Nebraska. Last year Gail served the Office of Public Instruction as an evaluation consultant in special education. Gail has also taught school in Colorado, Iowa, Washington and Germany.

Cliff Harmala is on contract with the Office of Public Instruction as the Field Representative for Eastern Montana. Bred and born in northern Minnesota, Harmala graduated with a B.S. from the University of Minnesota in English, history and social sciences. He later earned an M.Ed. at the University of Montana. Harmala has served Montana as the superintendent of schools in Dixon, Fairfield, Glendive and Wolf Point. In 1978 he retired after 14 years as Glendive's superintendent.

Joanne Hunter joined the staff on August 13 as Special Education Consultant. Directly from the North Slope of Alaska on which she worked as the itinerant special education teacher, Joanne comes to Helena with a B.A. in aesthetic studies from the University of California at Santa Cruz and an M.A. in special education from the University of Oregon in Eugene. In her master's thesis, Joanne compared reading disorders among students in different countries.

Linda Thompson joined the Office staff on June 20 as ESEA Title I Consultant. Linda earned a B.S. in elementary education from Winthrop College in South Carolina, an M.Ed. in remedial reading from Georgia State University and has done postgraduate work at the University of Montana in reading and special education. Most recently Linda worked as a special education resource teacher for the Missoula County Schools.

Barbara Welter is Manager of the Division of Public Information. Barbara started work on July 9. She earned her B.S. and M.S. in journalism from the University of Kansas. Along with experience at various newspapers, radio and television stations, Barbara worked three years in public relations for the Kansas Geological Survey and two years on a Federal Region VII grant in developmental disabilities. She has edited a variety of education publications, and her photography has appeared nationwide in books and magazines.

Health & Physical Ed.

Upcoming Health & Physical Education Activities

State Health & Physical Education Convention

The Montana Association for Health, Physical Education, Recreation and Dance will host its annual convention Oct. 18-20 at "Camp on the Boulder", approximately 40 miles south of Big Timber. This year's convention is a break in tradition with its outdoor location and focus on a wide variety of outdoor education subjects.

The program will include a keynote address by Dr. Robert Wambach—director of the Montana Department of Fish, Wildlife and Parks—on envirnomental concerns facing Montanans today. Sessions are Thursday, Friday and Saturday morning and cover fishing, shooting, hiking, camping, packing, animal and plant identification, orienteering, survival, wildlife photography, air rifle and much more.

If you would like to attend or find out more about this unique convention, contact Dave Oberly, 101 10th St. W., Billings (248-7421); or Spencer Sartorius, Office of Public Instruction, Helena (1-800-332-3402).

National Bowling Council Clinic

On Nov. 29 and 30, the Office of Public Instruction, Montana State University and the National Bowling Council will sponsor a two-day bowling clinic. Emphasis will be on improving one's own skills and providing better bowling instruction to youth.

The consultant at this workshop will be Bill Bunetta, former professional bowler and member of the NBC Bowling Hall of Fame. Bill has set several national bowling records and has rolled more than 40 sanctioned 300 games during his career. Some of you may have seen Bill on television in various bowling tournaments.

Topics at the workshop will include group and individual instruction techniques, equipment, delivery, scoring, correction of errors, spare conversions, lane conditions and advanced tips.

For more information on this workshop, contact Gary Evans, HPER Department, MSU, Bozeman (994-4001); or Spencer Sartorius, Office of Public Instruction, Helena (1-800-332-3402).

Inservice Opportunities

Any teachers or administrators who would like inservice training on implementation of PL 94-142 (including diagnosing problems, mainstreaming, assessing needs, writing IEP's, movement goals and objectives, and how to deal with handicapped students) may contact Craig Stewart, HPER Department, MSU (994-2260). These workshops are free to local districts, and arrangements may be made for teachers to receive college credit.

County Superintendents who desire inservice programs for their teachers on physical education activities for schools with limited equipment and facilities (most of our rural schools) may contact either Bette Lowery, MSU, HPER Department, Bozeman (994-4001); or Spencer Sartorius, Office of Public Instruction, Helena (1-800-332-3402).

Also, county superintendents and rural school teachers may be interested in a new Office of Public Instruction publication—**Read It-Move It**—which shows the relationship of reading and physical education. Included in this booklet are activities, how to modify them to fit your needs and facility, how they affect reading ability and progress, and how to make equipment to provide a more varied physical education program. For a free copy of this publication, contact Rita Brownlee or Spencer Sartorius, Office of Public Instruction, Helena (1-800-332-3402).

New Films

The following health and physical education films have been added to the State Film Library since publication of the last catalog. To order films, contact your local A-V Coordinator.

8912 Your Diet. Salt and Hypertension
8921 John Baker's Last Race
8940 Teenage Father
8957 The Heart and Circulatory System
8959 Choking: To Save a Life
8978 The Lungs and Respiratory System
9011 Body Defenses Against Disease
9016 What Makes Millie Run?
9017 Coronary Counter Attack
9018 Every Child a Winner
9027 Blades and Grass
9029 Centaur
9039 Cross-Country Skiing
9050 Fisherman's Fall
9057 Half-Half-Three-Quarters-Full
S9058 Hard Rider (Part I and II)
9065 I'll Go Again
9076 Judoka
9077 King of Blades
S9080 Learning LaCross (Part I-Offense, Part II-Defense)
9091 Montreal, Olympic City
9096 The New Boys
9104 Path of the Paddle: Solo Basic
9105 Path of the Paddle: Solo Whitewater
9106 Path of the Paddle: Doubles Basic
9107 Path of the Paddle: Doubles Whitewater
9110 A Piece of Cake
9111 Ping-Pong
9122 Go Cycles
9125 Stanley Cup '76
9127 The Summer Before
S9129 Thunderbirds in China (Part I and II)
9134 To Catch A Trout
9135 Toller Cranston: Imagery and Ice
9141 Ultimate Series—Canada Cup
9153 Tomorrow Winter Comes
8983-9010 Most Important Person Series (This is an elementary health series.)

—Spencer Sartorius
Health & Physical Education Consultant

Special Education

Help a child grow.

Public Law 94-142, **The Education for All Handicapped Children Act,** requires the identification, location and evaluation by public schools of all children ages 0-21. The purpose of this requirement is to discover children who may have learning problems and subsequently to provide appropriate special educational services for those children identified as handicapped. Commonly referred to as "Child Find," this requirement enables state and local education agencies to become aware of and plan for young children not yet attending school as well as to identify children of school age who may not be receiving appropriate educational services.

As part of the fulfillment of this requirement, the Office of Public Instruction's Special Education Unit is conducting a statewide "Child Find" effort. The name of the campaign is "Help a Child Grow."

The purpose of this campaign is two-fold. First, the effort focuses on the discovery and identification of handicapped children 0-21 years of age. Second, the campaign is directed toward parents in the form of a public awareness service. Thus the intent of the "Child Find" campaign for this year is not only to find children who may be in need of special education and related services, but also to inform parents of the availability of screening, assessment and evaluation services for children ages 0-21 from their local school districts.

The "Child Find" effort is manifested in a media campaign. This campaign includes radio and television messages, the dissemination of posters, mailers (post cards), preschool pamphlets, a general information brochure, a booklet series and a mass mailing of over 60,000 pieces directly to parents. These materials have been made available to all school districts in Montana, other state and local agencies (mental health offices, social workers, institutions) and parent groups for distribution to anyone interested.

If you would like to find out more about the campaign, please contact your local director of special education, call or write: Help a Child Grow, Office of Public Instruction, State Capitol, Helena 59601 (1-800-332-3402).

As part of the campaign, the Special Education Unit is sponsoring workshops in September designed to assist school districts in complying with the state and federal mandate to identify, locate and evaluate all handicapped children, birth through 21 years of age. These workshops, entitled **Locating and Screening All Young (0-5) Children—Alternatives and Solutions,** will be offered in Glendive and Kalispell. The Glendive workshop will take place Sept. 20-21 at the Holiday Lodge. In Kalispell the workshop will be held Sept. 24-25 at the Outlaw Inn. School districts will be notified by mail regarding participation in these training sessions.

A presentation will be made of the basic concepts in a "thorough flow-through identification process." The workshops will include model media announcements, checklists for use in the screening process, parent letters and forms to report to administrators. Additionally, participants will have a "hands-on" opportunity to screen preschool children for possible handicapping conditions. Strong emphasis will be placed on interagency cooperation in securing personnel and equipment for a successful screening program.

It is expected that participants, upon completion of the workshop, will have the skills necessary to initiate preschool screenings in their respective districts.

—Paul Spoor
Special Education Consultant

Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

Georgia R. Rice
Superintendent of Public Instruction

Barbara Welter
Manager
Public Information

John Pepper
Administrative Assistant
Public Information

Gail Hansen
Word Processing Supervisor
Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to **Montana Schools,** Office of Public Instruction, State Capitol, Helena, MT 59601.

Don't forget: Montana now has a statewide **poison control system.** Call toll-free 1-800-525-5042 any time of day to obtain complete information and professional advice about any type of poisoning.

TRAFFIC & SAFETY EDUCATION

Traffic Education Program Applications Due

School district applications for approval of traffic education programs for the 1979-80 school year and Summer 1980 are due and must be approved by the Superintendent of Public Instruction **before** the programs begin. Application forms may be obtained from the Division of Traffic and Safety Education. If your school application for this year is in, it is not necessary to submit it again. Please be advised that all vehicles used in an approved program must be equipped with a first-aid kit, flares or reflector warning devices, and a fire extinguisher located in the passenger compartment.

Montana's Adapted Driver's Manual

During July and August every Montana high school librarian received a set of the new **Adapted Driver's Manual** which was developed by Barbara Bowlen of the Great Falls Vocational-Technical Center. This material has helped some disabled students obtain a Montana Learner's License. The set includes: 10 **Adapted Driver's Manuals,** 2 **Workbooks** (to accompany the above manual), and 1 set of 237 **Language Master Cards** (to support manual and workbook).

If you wish to use this material, contact your school librarian. Keep in mind, however, that only one set is provided each high school. The material is to be a **shared** and reusable resource. Permission is granted for local duplication. Other staff who might find the material useful are Title I teachers, special education teachers, reading specialists and adult basic educators. Please let others know of the material.

Teachers may find the material useful to both regular and special driver education students. This use also helps remove any stigma attached to the materials. Specifically, the **Manuals** would be most useful to the traffic educator and the **Workbooks** and **Language Master Cards** to the special educator, Title I or reading specialist. The **Language Master Cards** are for the non- or slow reader. The law illustrated on each card can be recorded in the instructor's own voice. These cards are for use with a **Language Master** machine. Each card is numbered to correspond with the appropriate page in the **Manual** and **Workbook.** The Division of Traffic and Safety Education is proud to make this set of materials available to you. Barbara Bowlen and the Vo-Tech Center are to be congratulated on a job well done. Should you have questions or need assistance, you may contact this office or the Great Falls Center.

For information about handicapped driver vehicle equipment as it relates to General Motors Products, contact Milford R. Bennett (313) 575-1566 or R. Gil Baker (313) 575-1237, Handicapped Driver Vehicle Equipment, Automotive Safety Engineering, Environmental Activities Staff, General Motors Corporation, General Motors Technical Center, Warren MI 48090.

The Montana Bicyclist's Guide

The newly published **Montana Bicyclist's Guide** is now available. This guide is for bicycle riders of all ages. It contains traffic laws, safety rules, equipment requirements, traffic controls applicable to operators of bicycles, purchasing, maintenance and protection techniques, hazard recognition procedures and a section on commuting and touring by bicycle. If you would like copies of this guide, please contact the Division of Traffic and Safety Education, Office of Public Instruction, Helena 59601.

New Braking Technique

For several years we have taught drivers to "pump" their brakes when stopping their cars to avoid skidding. The principle behind this has been to maintain rolling traction while still reducing speed. Avoiding a four-wheel lock-up allows a driver to maintain steering control while coming to a stop.

Disc brakes, unlike shoe and drum brakes, do not release immediately when pressure on the brake pedal is released. Disc brakes have a time-lag when pressure has been exerted and then released. The traditional "pumping," when used with disc brakes, actually causes a momentary lock-up of the wheels, loss of rolling traction and a greater likelihood of a skid.

A technique developed at the National Safety Council's Winter Driving Workshops in Steven's Point, WI, lessens the possibility of wheel lock-up and subsequent skidding. The recommended procedure is to apply an easy, steady pressure to the brake pedal just short of lock-up, followed by slight let-up of pressure, and then repeating the process.

The driver must be careful not to exert sudden or hard pressure to the brake, because the drag of the disc brake will give momentary lock-up and a resultant skid.

With disc brakes, a modulation of the brake pedal is much more effective on slippery roadways than the former "pumping" action. This technique is difficult for some drivers to master, but with practice is definitely worth the time and effort required. (Provided by Don Smith, Professor, H/W Traffic Safety Center, Michigan State University.)

More Miles Per Gallon

Publications that may be of interest to you: **How to Get More Miles Per Gallon,** St. Martin's Press, 175 5th Ave., New York, NY 10010, $2.95; **Chilton's More Miles Per Gallon Guide,** Chilton Book Co., Radnor, PA 15221, $5.50.

Alcohol Education Teacher's Guide

The Montana Alcohol Education Teacher's Guide for use in primary and secondary education is now available from the Alcohol and Drug Abuse Division, Department of Institutions, Helena 59601. Supplies are limited. If you would like more than one copy, local duplication will be necessary.

—Curt Hahn, Manager
Division of Traffic
& Safety Education

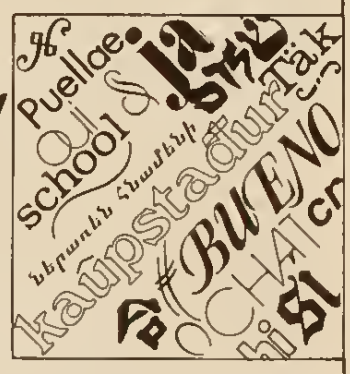
* *

Upcoming Traffic and Safety Education Events

Oct. 15-18, 1979	National Safety Congress & Exposition	Palmer House Chicago, IL
Jan. 7-18, 1980	Winter & Emergency Driving Workshop	Whiting Motor Hotel Stevens Point, WI
May 4-5, 1980	Montana Traffic Education Association Conference	Village Motor Inn Missoula
May 18-23, 1980	International Motorcycle Safety Conference	Hyatt Regency Hotel Washington, D.C.
Aug. 10-14, 1980	American Driver & Traffic Safety Ed. Assoc. Conference	Neil House Columbus, OH

* *

Foreign/ Second Language



The annual meeting of the Montana Association of Language Teachers (MALT) will be held in Great Falls, Oct. 18-19. This is a change from the traditional spring meeting. The new date was adopted at the 1979 spring meeting in Billings. The proposal called for meeting simultaneously with the Montana Education Association on a trial basis to make the gathering of language teachers accessible to more classroom teachers.

To those language teachers who are unfamiliar with the organization, a brief explanation is in order. What was originally named the Montana Association of Foreign Language Teachers was formed in the mid-fifties to promote foreign language instruction and to encourage teacher self-improvement. In 1972 the name was changed to MALT in recognition of our common interests with instructors in bilingual programs and especially in Native American language instruction. MALT is affiliated with other language organizations including the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, German, and Spanish and the Classical League.

MALT encourages foreign language study through news releases, communications to education and government officials, studies and organization of activities. The association promotes improvement of language teaching through workshops conducted at the annual meeting, committee work dealing with teacher preparation and teacher certification, and articles in the **MALT Bulletin.**

Annual dues for MALT members are $5 for regular membership. Dues go toward financing the annual meeting and the **MALT Bulletin** which is sent to all members.

Otto Grosse, German teacher at Great Falls High School, is the current MALT president. Grosse has been active in the association and in AATG for the past fifteen years.

Although the annual meeting date is set for Oct. 18-19, the actual program has not been completed. That work will be done in September, and program information will be mailed to the schools in early October. Current topics being considered for workshops or discussion groups include:

1. Testing: Theory versus Practice (Reality)
2. Teaching Methods or Eclecticism Revisited
3. Foreign Language Educational Objectives and the Basics
4. The President's Commission on Foreign Language and International Studies
5. Update on Development of Local Language Camps

Expressed interest in these topics and suggestions for others are welcome. Contact Otto Grosse at Great Falls High School or contact me in the Office of Public Instruction. Your requests and proposals should be in by Sept. 24 if they are to be considered for the fall program.

As you begin the school year, you should be aware that there is a wide variety of reference material available on loan from my office. These materials deal with every aspect of language instruction. Apart from reference requests, please feel free to contact my office with any questions concerning language instruction.

During the coming school year my primary activities in second language learning will include promotion of second language programs with a special emphasis on increasing offerings. I will also provide assistance to districts in fulfilling pertinent sections of the Standards for Accreditation and in preparing for review of college programs for certification of language teachers. Any questions or suggestions in these areas or requests for assistance with teaching English as a second language should be directed to me.

Let's get the year off to a good start with the fall meeting. Get involved and join your colleagues in Great Falls Oct. 18-19.

—Duane Jackson
Foreign/Second Language
Consultant

The **Public Fire Safety Conference** will be held Sept. 14-15 at the Montana Fire Training School, 2100 16th Ave. S., Great Falls. The conference is sponsored by the U.S. Fire Administration and the Montana Fire Training School.

The conference will bring together individuals interested in teaching and sharing fire safety ideas. It is designed for teachers, fire fighters, medical personnel and others. Information, resources and techniques in teaching fire safety will be emphasized.

Highlights at the conference will include sessions on babysitting and kitchen safety, counseling the juvenile fire setter, teaching burn prevention, planning and evaluation of public fire education and other elementary fire safety practices.

For more information call 761-7885.

September 17-22 will be **"Bike and Pool It" week** in Montana. The event is sponsored by the Department of Natural Resources and the Alternative Energy Resources Organization.

Montanans are encouraged to create activities emphasizing fossil fuel conservation. Events could include: bicycle days on which some roads are closed to cars; special benefits for carpoolers; bicycle races with free admission for spectators who arrive by bicycle; bicycle repair workshops; school assemblies on energy conservation; and walk-a-thons.

Posters, pamphlets, assembly ideas and taped radio and television announcements are available.

Contact:

Helena and all other areas	Louis Moore Paul Mitchell Ed Eschler (OPI)	449-3940 443-7272 449-2543
Missoula	Marta Bensco	549-0756
Billings	Margaret Gough	259-1958
Ravalli Co.	Jim Haynes	821-3892
Miles City	Connie Krautter	232-2538
Havre	Ellyn Murphy	265-6744
Bozeman	Dale Pickard	587-3442

Worldwide Peace Day is coming up on Nov. 1. Classroom activities to commemorate the day might include: researching and reporting on the history of the Nobel Peace Prize; researching Nobel winners, locating their birthplaces on the map; defining "prejudice" and its destructiveness to homes, schools, communities, nations, the world; discussing how the Golden Rule can promote peace at home, in school, the community, the nation; reading poetry and stories with peace as their themes; writing poems about peace for a bulletin board display; discussing countries little known to your class or school; and describing organizations currently working toward better human relations and world peace. Give this day some thought.

CLASSIFIEDS

An exciting event for you and your students is coming in October 1979. As announced in last April's **Montana Schools,** a first ever, juried exhibition of elementary and secondary student art will open in the Poindexter Gallery of the Montana Historical Society, Helena, Oct. 13. The exhibition will be called **"YouthinArt."**

A smaller, traveling exhibit—selected from the Poindexter show with permission from the artists—will tour Montana galleries from January to June 1980. The Montana Art Gallery Directors Association will sponsor the tour.

The First Bank System of Montana is accepting the greatest share of financial responsibility for both exhibits.

The Poindexter can accommodate no more than 40-50 flat and 20-30 three-dimensional pieces. Art teachers are therefore urged to be highly selective in choosing pieces to send. The intent is to exhibit examples of the high quality art being created in Montana schools.

Art teachers were asked last spring to save choice student artwork from last spring's exhibitions, since time to create new art this fall would be difficult although not impossible.

Specifications:

Flat: drawings, prints, photos, watercolors, oils, etc.—maximum size 24" x 36"; stretched canvas—maximum 36" x 36" framed. All should be ready for hanging.

Three-dimensional: sculpture—maximum length 48" and girth 120", weight 30 lbs permanent medium—no wax or unfired clay; fibers—no limit on size but must be transportable and fold to 48" x 48"; jewelry, ceramics must be transportable.

Send or bring all art pieces by Oct. 5 to: Mike McCort, Curator, Montana Historical Society, 225 N. Roberts, Helena 59601.

For more information call on the toll-free hotline 1-800-332-3402.

The American Landscape on the Eve of European Colonization, Turtle Island Foundation, 2845 Buena Vista Way, Berkeley, CA 94708.

The need to provide an accurate view of the American landscape, as it was on the eve of European colonization, was very much on Carl Sauer's mind when he undertook to write **Man in Nature** back in 1939. Sauer's study has been reissued under a new title. This study of various North American tribes includes information on geography, climate, vegetation and the dependence of these early cultures upon their environment. The book was intended as an intermediate-grade geography book, although its value has been proven in college classes and reservation schools as well. If interested in seeing a copy, contact Turtle Island Foundation representative, Cindy Christin, 440 N. Benton, Helena 59601 (443-0650).

Funding for teacher **education and special demonstration projects** is now available under the provisions of P.L. 95-561. This federal money may be used for developing programs or classes to train teachers who will conduct adult basic literacy classes.

Applications must be submitted to the Superintendent of Public Instruction before Sept. 15, 1979. Review and approval of successful applications will be made by Oct. 15, 1979. Four-year schools offering degrees are encouraged to apply, although applications from other sources are welcome.

For further information write William J. Cunneen, manager, Division of Adult Education in the Office of Public Instruction, State Capitol, Helena 59601; or call on the toll-free education hotline, 1-800-332-3402.

Three Montanans have been appointed to the **Board of Directors of the Northwest Regional Educational Laboratory** (NWREL).

Milton K. Negus, superintendent of Bozeman schools, was re-elected to the Board by NWREL member institutions in Montana.

Sharon Stewart Peregoy, a fifth-grade teacher at Crow Public School, Crow Agency, was appointed to represent Montana classroom teachers.

Anita A. Johnson, Lewistown, was appointed as business representative. Johnson is self-employed at Realty-Title Insurance Co., a family-owned enterprise. Her activities in education include serving as a trustee on the Montana State School Board Association and the Lewistown School District Board of Trustees.

The Laboratory is a nonprofit organization that provides assistance to educators through a combination of research, development and service. Alaska, Hawaii, Idaho, Montana, Oregon and Washington comprise the service area. Administrative headquarters are in Portland, OR.

Other Montana educators serving on the NWREL Board are State Superintendent Georgia Rice; Paul Stengel, Superintendent, Miles City School District; and John J. McCoy, Superintendent of Education, Diocese of Helena.

Research Within Reach: A Research-Guided Response to Concerns of Reading Educators by Phyllis Weaver, Oct. 1978, 134 pages.

Poses 24 problem situations for the elementary classroom. Remedies are offered in scenario form, followed by a discussion section, a summary and references for additional information. The scenarios are divided into five reading categories: the nature of reading and its instruction; reading readiness; developing reading skill; reading comprehension; and difficulties in developing reading skill.

The Western Montana Teacher Center is presenting the first in a series of workshops on female sports. The first workshop is entitled **"Sports Medicine and Biomechanics".** This series is a must for all who teach girls in competitive and recreational sports, physical education and playground supervision. One hour of graduate credit is planned for those educators electing to take the series of workshops for credit.

When: Wednesday Sept. 19

Time: 7:30 p.m.

Where: WMTC, 818 Burlington, Room B101, Missoula

Presentors: Pat Archer—Womens Intercollegiate Sports Instructor, University of Montana

Dr. Kathy Miller—Assistant Professor, Health & Physical Education, University of Montana

Reserve a place by calling 721-1620.

Montana Counties on the Move. . .by the Montana Association of Counties, 1974, 81 pages.

Provides a comprehensive examination of county government in Montana. It contains information on organization of counties; population; responsibilities of county officials; county revenue; employment statistics; and county services. Contact Montana Association of Counties, 1802 11th Ave., Helena 59601 (442-5209).

Via the toll-free **Education Hotline,** you can obtain information on education services available through the State Superintendent's office, get in touch with individual staff members in the state agency and locate facts and figures on Montana education. Although a hotline call cannot be transferred in the office, the call will be referred to a staff member who will call you back. Christy Shandy, Referral Desk Manager, operates the hotline from Monday through Friday, 8 a.m. until 5 p.m. Dial 1-800-332-3402.

Counselor interns at State Office

This summer the School/Community Services in the Office of Public Instruction hosted its first intern. For three weeks Antoinette Rosell, currently a guidance counselor at Castle Rock Junior High in Billings, worked to gain information that might enhance school programs in guidance and counseling.

What resulted was an exchange of information beneficial not only to Rosell, but to the Unit's staff as well. " I was interested in seeing what was being done in the state in school counselor roles and the possibilities for expansion of those roles," Rosell said. "What I have acquired is a tremendous amount of background and information."

Rosell said that she found both the information and the personnel to transmit it to school programs. Besides attending and participating in workshops and meetings, Rosell conferred with staff in many areas of vocational, occupational and administrative services and basic skills.

Montana schools are autonomous, according to Rosell. Once they are told that the information is here and the personnel is available to help them, they must make the choice to use it. "Unfortunately," Rosell said, "school personnel and many teachers are not aware of the diversity of materials available to them."

Rosell's background includes youth guidance counseling, school administration, teaching and terms in the Montana legislature as both a representative and senator from Yellowstone County. She has also served on numerous councils, including the National Advisory Council on Economic Opportunity as a two-year presidential appointee.

"Rosell's wide range of experience enabled her to give us many different perspectives on education," said Jim Burk, co-director of the Basic Skills Unit in the Office of Public Instruction. "We got a better understanding of legislative and community attitudes toward schools." Burk said that Rosell gave excellent insights into dealing both with students who have a wide variety of skills and those with special discipline problems.

"As an educational team," Rosell said, "we need to continue cooperating and sharing information among one another." The internship is one way to aid in that sharing. "It is unfortunate," Rosell added, "that more legislators don't have the time to visit the Office of Public Instruction and be informed of the resources and materials available."

Burk agreed that the internship was worthwhile. He said that he would like to see a procedure established to increase the number of internships.

Teachers trek in Pioneer Peaks

A group of fifty teachers, graduate students and one school board member spent the week of July 15-21 canoeing down the Big Hole River, scaling the 10,000-foot Tendoy Mountain and spying greater sandhill cranes and trumpeter swans at the Red Rock Lakes Game Range. Convened from all parts of Montana for the adventure, they were studying water, forest and alpine ecology at the Pioner Mountains Outdoor Education Workshop in the Beaverhead National Forest near Dillon.

In addition to developing recreation and mountaineering skills and learning about ecology, workshop participants attended classes in water conservation policy and forest management. The workshop was designed to combine activities in social studies, science and physical education into a multi-discipline session for teachers of different subjects and grades. Moreover, the program was planned to help those teachers introduce outdoor education at local schools. Outdoor education provides an alternative to traditional classroom work while still devoting attention to such subjects as biology, earth science, U.S. Government and history.

An advanced workshop is tentatively scheduled for the summer of 1980. Also, plans are being made to repeat the 1979 session for teachers who are interested.

If you are interested in attending or have questions about the 1980 summer workshops, contact Edward Eschler, Gary Hall or Spencer Sartorius at the Office of Public Instruction, Helena 59601 (or telephone 1-800-332-3402); or Lee Spuhler, Office of Continuing Education, Western Montana College, Dillon 59725.

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Montana Schools

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From The Superintendent

The 1979-80 school year brings us to a new decade for Montana Education. The 1980s also brings an era many fear as one of complex social issues. Undoubtedly, some of these issues will affect our educational system. Complex education issues are seldom overwhelming if they are addressed by a strong, consistent effort from those dedicated to education. People interested in education will need to work together to increase the commitment of all citizens. Partnerships which include educators, parents of students, students and citizens, regardless of age or occupation, will be needed to meet the challenge of the 80s. Education in Montana schools is the business of every citizen.

Partnerships are built from common interests and potentials for common benefit. I see at least three such interests serving to focus people's commitment to education in the next decade.

First, school is for people of all ages. Since their beginning, public schools have directed the use of facilities, human and financial services to the young. It is no longer educationally, economically or socially feasible to restrict the use of public education resources to the young alone. Education is a lifelong process. Our public school system in Montana is supported by Montana citizens and should serve the educational needs of citizens. Montana's public school system, in my opinion, is ready and able to serve all citizens in their learning endeavors. Educational resources for technical training and leisure time use are rich and varied in Montana.

Second, citizens have a variety of community resources which can be put to educational use. A variety of experts reside in every community. For example, numbers of communities have citizens who served on the Montana Constitutional Convention, in state legislature and in Congress. These people can serve students of all ages. In addition, business people may be involved in educating the employers and employees of the future. Further, communities can preserve their heritage by using the knowledge and experience of their senior citizens. The possibilities for using community resources appear to be endless once a community is committed to using them to provide a more thorough education for its members.

Third, education is an interpersonal pursuit. The education of a child is the responsibility of parents as well as educators. The school can provide resources and leadership, but parents need to work with their children to make sure that children get the most out of the opportunity a school represents. For example, parents can work with their children in establishing an educational/career plan which establishes commitment from parents as well as students.

Educators, students, parents of students and citizens can work together to help fulfill the educational needs of all individuals in Montana. If they do, the 80s should indeed be a productive decade for education. If so, it will lay the foundation for decades of growth and productivity for all Montana citizens.

Georgia Rice